

## Sheridan Elementary

1139 Hillsboro Road  
Orangeburg, S.C. 29115

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	528 Students	
<b>Principal</b>	Xennie Weeks	803 534-7504
<b>Superintendent</b>	Melvin Smoak	803-534-5454
<b>Board Chair</b>	Kalu Kalu	803-534-5454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	60	35	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Good	Yes

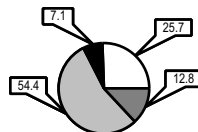
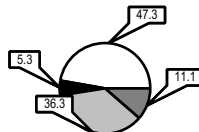
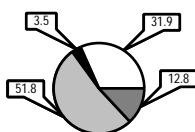
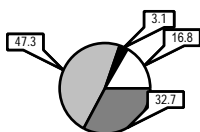
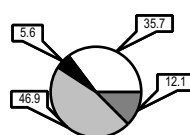
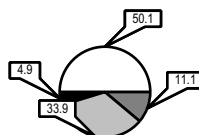
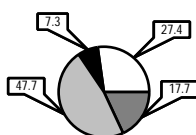
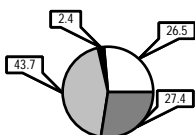
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	264	98.9	16.0	47.6	32.9	3.6	47.1	Yes	Yes
<b>Gender</b>									
Male	134	98.5	20.9	52.7	24.5	1.8	34.5		
Female	130	99.2	11.3	42.6	40.9	5.2	59.1		
<b>Racial/Ethnic Group</b>									
White	33	100.0	4.2	50.0	37.5	8.3	62.5	I/S	I/S
African American	228	98.7	17.5	47.5	32.0	3.0	45.0	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	99.6	16.2	47.1	33.3	3.4	48.5		
Disabled	23	91.3	14.3	52.4	28.6	4.8	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	264	98.9	16.0	47.6	32.9	3.6	47.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	264	98.9	16.0	47.6	32.9	3.6	47.1		
<b>Socio-Economic Status</b>									
Subsidized meals	198	99.0	18.5	50.9	29.5	1.2	41.0	Yes	Yes
Full-pay meals	66	98.5	7.7	36.5	44.2	11.5	67.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	264	98.9	31.1	52.0	12.9	4.0	32.9	Yes	Yes
<b>Gender</b>									
Male	134	98.5	34.5	50.0	11.8	3.6	28.2		
Female	130	99.2	27.8	53.9	13.9	4.3	37.4		
<b>Racial/Ethnic Group</b>									
White	33	100.0	8.3	75.0	16.7	0.0	33.3	I/S	I/S
African American	228	98.7	34.0	49.5	12.0	4.5	32.5	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	99.6	28.9	52.9	14.2	3.9	34.8		
Disabled	23	91.3	52.4	42.9	0.0	4.8	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	264	98.9	31.1	52.0	12.9	4.0	32.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	264	98.9	31.1	52.0	12.9	4.0	32.9		
<b>Socio-Economic Status</b>									
Subsidized meals	198	99.0	36.4	48.6	10.4	4.6	28.9	Yes	Yes
Full-pay meals	66	98.5	13.5	63.5	21.2	1.9	46.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	264	98.9	46.7	36.4	11.1	5.8	16.9
<b>Gender</b>							
Male	134	98.5	54.5	32.7	7.3	5.5	12.7
Female	130	99.2	39.1	40.0	14.8	6.1	20.9
<b>Racial/Ethnic Group</b>							
White	33	100.0	33.3	54.2	4.2	8.3	12.5
African American	228	98.7	48.5	34.5	11.5	5.5	17.0
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	241	99.6	43.1	39.7	11.8	5.4	17.2
Disabled	23	91.3	81.0	4.8	4.8	9.5	14.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	98.9	46.7	36.4	11.1	5.8	16.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	264	98.9	46.7	36.4	11.1	5.8	16.9
<b>Socio-Economic Status</b>							
Subsidized meals	198	99.0	52.6	32.4	11.0	4.0	15.0
Full-pay meals	66	98.5	26.9	50.0	11.5	11.5	23.1

<b>Social Studies</b>							
All Students	264	98.9	24.9	54.7	12.9	7.6	20.4
<b>Gender</b>							
Male	134	98.5	30.0	56.4	11.8	1.8	13.6
Female	130	99.2	20.0	53.0	13.9	13.0	27.0
<b>Racial/Ethnic Group</b>							
White	33	100.0	33.3	37.5	12.5	16.7	29.2
African American	228	98.7	24.0	57.0	13.0	6.0	19.0
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	241	99.6	23.5	54.9	13.7	7.8	21.6
Disabled	23	91.3	38.1	52.4	4.8	4.8	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	98.9	24.9	54.7	12.9	7.6	20.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	264	98.9	24.9	54.7	12.9	7.6	20.4
<b>Socio-Economic Status</b>							
Subsidized meals	198	99.0	27.2	56.1	12.7	4.0	16.8
Full-pay meals	66	98.5	17.3	50.0	13.5	19.2	32.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	77	100.0	26.0	35.1	31.2	7.8	39.0
	4	71	100.0	21.1	52.1	26.8	N/A	26.8
	5	67	100.0	16.4	56.7	26.9	N/A	26.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	97.8	11.3	35.2	46.5	7.0	53.5
	4	84	98.8	21.5	50.6	26.6	1.3	27.8
	5	89	100.0	14.9	56.8	27.0	1.4	28.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	77	100.0	31.2	63.6	5.2	N/A	5.2
	4	71	100.0	25.4	53.5	15.5	5.6	21.1
	5	67	100.0	26.9	50.7	14.9	7.5	22.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	97.8	33.8	56.3	8.5	1.4	9.9
	4	84	98.8	36.7	46.8	13.9	2.5	16.5
	5	89	100.0	23.0	54.1	16.2	6.8	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	97.8	53.5	38.0	7.0	1.4	8.5
	4	84	98.8	50.6	35.4	10.1	3.8	13.9
	5	89	100.0	36.5	36.5	16.2	10.8	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	97.8	11.3	63.4	12.7	12.7	25.4
	4	84	98.8	22.8	55.7	13.9	7.6	21.5
	5	89	100.0	40.5	45.9	12.2	1.4	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 528)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.5%	Up from 4.1%	3.5%	3.0%
Attendance rate	91.7%	Down from 99.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Down from 7.9%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	Down from 7.9%	3.5%	3.2%
Eligible for gifted and talented	4.6%	Up from 3.1%	8.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.0%	Down from 8.8%	8.5%	8.2%
Older than usual for grade	1.7%	Down from 2.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	68.4%	Down from 71.4%	48.6%	52.6%
Continuing contract teachers	81.6%	Up from 76.2%	83.3%	83.3%
Highly qualified teachers	97.1%	Down from 100.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	6.3%	Up from 5.7%	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 87.8%	86.0%	87.0%
Teacher attendance rate	94.5%	Down from 95.0%	94.9%	95.0%
Average teacher salary	\$44,197	Up 1.1%	\$41,089	\$41,703
Prof. development days/teacher	17.4 days	Up from 10.8 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	No change	18.1 to 1	18.8 to 1
Prime instructional time	84.7%	Down from 92.7%	89.7%	89.8%
Dollars spent per pupil*	\$6,396	Up 7.6%	\$6,564	\$6,242
Percent of expenditures for teacher salaries*	70.9%	Down from 71.2%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Sheridan Elementary, the 2004-05 academic year was a very successful one for the Sheridan "Superstars," as faculty, staff, students, parents, and community worked together to accomplish our school's mission. It is the mission of Sheridan Elementary School in partnership with our parents and the Orangeburg community to provide a safe, nurturing, and stimulating environment, enabling students to become productive citizens while ensuring that all children feel special and that no child is left behind.

Academic instruction is based upon standards, and a challenging curriculum is provided to all students. Student achievement is evident as Sheridan Elementary met Adequate Yearly Progress (AYP) this year as set forth by the No Child Left Behind Act. Sheridan again won the Palmetto Silver Award from the South Carolina Department of Education. Our 2004 PACT scores exceeded the district average in fourth and fifth grade ELA, fourth and fifth grade Math, fourth grade Science, and fourth and fifth grade Social Studies. Scores also exceeded the state average in fourth and fifth grade ELA, fifth grade Math, and fourth grade Science. Sheridan Elementary also went through the SACS (Southern Association of Colleges and Schools) evaluation in March 2005 and passed with flying colors.

Students at Sheridan are given the opportunity to be involved in a variety of activities to enhance their academic learning, which teach social skills and character education, reward students for academic success, and teach service learning. These include activities such as Accelerated Math, Accelerated Reading, two after-school programs, Wee Deliver postal service, quarterly awards programs, Junior Beta Club, an active chorus, a yearbook, participation in the public library summer reading program, Miss and Mr. Sheridan Pageant, a school store, Spring Fling, and student of the month from each homeroom.

Sheridan faculty and staff have had the opportunity for professional growth this year in order to help our students succeed and make academic gains. Some of the staff development activities included Riverdeep training, Standards in Practice (SIP), attending state math and reading conferences, problem-solving workshop, and a visiting children's author. The PTSA and the School Improvement Council continue to be a vital asset to the implementation of programs at Sheridan.

School Improvement Council President - Cheryl Benton

Principal - Xennie Weeks

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	72	36
Percent satisfied with learning environment	94.1%	83.8%	88.6%
Percent satisfied with social and physical environment	91.2%	79.1%	88.9%
Percent satisfied with school-home relations	64.7%	88.1%	81.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.